

there was no possibility to achieve quality supervision over students, literature and other sources were used to a large extent. The scores achieved in online mode were far above average. The consequences of returning from the regime of online teaching in the classroom are reduced student concentration, ignorance of established behavior in higher education institutions and a far worse grade point average.

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## THE ROLE OF THE DEPARTMENT OF FOREIGN LANGUAGES IN MILITARY EDUCATION OF ARMED FORCES OF BOSNIA AND HERZEGOVINA

**Abstract:** Aim of training and military education in Armed Forces of Bosnia and Herzegovina is part of Training and Military Education Policy and Training Doctrine. Main task of military personnel, according to this documents, is to develop well trained and ready individuals and units for successful task execution. Individuals and units have to accomplish high standards and norms of North Atlantic Treaty Organization interoperability. Basic for this interoperability is foreign languages courses in Department of Foreign Languages of Center for Professional Development of Armed Forces of Bosnia and Herzegovina. The whole process involves methodology, facilities, instructors, attendees, internal and external evaluation and testing. Research in this paper is about role of Department of Foreign Languages in achievement of language skills of individuals

and units of Armed Forces of Bosnia and Herzegovina and other members of Security Agencies including analysis, statistics, comparison and recommendations.

**Keywords:** Foreign languages, Military education, Armed forces of Bosnia and Herzegovina

## Education and Learning

Education as kind of training for determination, subject development in medium of objectification as part of previous human culture have its moral, cognitive, ethical and practical dimension (Gudjons, 1994:162). Osmić and Tomić (2008:4) by education mean adoption of a certain knowledge system, formation of practical skills and habits, as foundation and assumption for development of cognitive strength and abilities, shaping a scientific worldview and connecting knowledge with the practical, professional and any other activity.

Cikotić (2017:114) emphasizes importance of government investment in education because it is significant for its positioning. Education can't take the right place within state decision mechanism and bureaucracy as long as it is recognized as budget spending item at different levels, item for spending social and state capital and not as construction mechanism for most important state and social resource-competent and qualified professionals for the future. Education is, essentially, investment in ability of the state and social community to develop and raise capacity to respond on growing demands of future complex processes and changes.

Education is important for every individual because in addition to giving us knowledge in various fields, it also gives us the opportunity to gain experience in those areas that interest us. Education enables us to acquire the necessary knowledge and skills to be able to perform various tasks and thus make a significant contribution to the well-being of both our immediate environment and society as a whole. Educated people are useful members of society and with their knowledge contribute to the initiation of all social activities in their field of activity. Education is also guaranteed by laws, the constitution, the Universal Declaration of Human Rights and other international documents. Education is a process that takes place not only in educational institutions but also outside them because the individual must enrich their knowledge acquired in educational institutions throughout life, adapting it to a changing world as existing knowledge quickly becomes obsolete due to rapid development which includes: socio-economic development, scientific and technological progress in all segments, by applying new, modern, highly sophisticated and state-of-the-art technologies, especially digital and information technologies (Podžić, 2022:16-17)

Despotović and Kulić state that "adult education is an old idea and a significant historical and civilizational phenomenon. At the same time, this means that adult education is a natural and essential characteristic of human societies through the birth and growth of our civilization. It is deeply woven into the emergence and development of the oldest civilizations and cultures – Greek, Roman, Jewish and Islamic, which gave it great importance and role. In these ancient civilizations, it was considered very important to take care of adult education and learning. Such an attitude was supported by the religion – Jewish and early Christian. For Jews, learning was a way of survival. We find a similar understanding of adult education in the earliest Islamic philosophical and historical thought and culture, so that the Muslim world was among the first to preach the idea of lifelong learning, requiring all men, women and children to be educated so that they could educate others (Despotović and Kulić, 2005:11).

Contemporary authors (Samolovčev, Kidd, Titmus, Savićević) "agree that adult education was more widespread at the turn of the 18th and 19th centuries, because in that period industrial development included more and more European countries, which accompanied the intensification and expansion of adult education activities." (Kulić, Despotović, 2005:11-12)

According to Savićević, "educated workers contribute to the multiplication of capital, which was in the interest of employers." The machines were becoming more and more complicated, so

a higher level of knowledge was needed to operate them. That was one of the driving motives of adult vocational education” (Savićević, 2000: 108).

Adult education will soon become one of the most important instruments of social emancipation, ie a factor that should enable the change of inhuman living conditions and lack of status and respect. In the second half of the 19th century, generations of workers began attending lectures either because they wanted to improve their living conditions and security, or because they wanted to “quench their thirst for knowledge and understanding, or because they had to raise funds to fight. Since then, adult education has been constantly expanding and deepening its content to special needs. Although the expansion of adult education began in the late 18th century, the development of adult education as a separate sector of education is an essential product of the 19th and 20th centuries and Europe, especially northwestern Europe and North America. It is especially important that all developing countries have realized that without adult education and learning there is no knowledge, no expertise, no entrepreneurial spirit, which is so necessary nowadays” (Despotović and Kulić, 2005:12).

## **Armed Forces of Bosnia and Herzegovina – Structure and Language Education**

The Armed Forces of Bosnia and Herzegovina are a “professional, single military force organized and controlled by Bosnia and Herzegovina. The armed forces have an active and a reserve component. The Armed Forces, as an institution of Bosnia and Herzegovina, consists of members from all three constituent peoples and others, in accordance with the Constitution and laws of Bosnia and Herzegovina.” (Law on Defense of BiH, Article 2, paragraph 1)

The Armed Forces of Bosnia and Herzegovina consist of branches organized according to the system of three infantry regiments responsible for the heritage and identity of the units and peoples from which they originate, without administrative and operational powers. (Law on Defense of BiH, Article 2, paragraph 2).

The defense structure of BiH consists of: Presidency of BiH, Ministry of Defense of BiH, Joint Staff of the Armed Forces of BiH (JS AF BiH), Operational Command of the Armed Forces of BiH (OC AF BiH), Command for Support of the Armed Forces of BiH (CS AF BiH), three infantry brigades (4. Inf. Br., 5. Inf. Br. and 6. Inf. Br.), Air Force and Air Defense Brigade (AF and AD Br.), Tactical Support Brigade (TS Br.), Personnel Management Command (PMC), Logistics Command (LC), Training and Doctrine Command (TaDC) and subordinate commands and units (Bajramović, 2016:215-217).

The Command for Training and Doctrine was formed in 2007 as part of the Command for Support of the Armed Forces of BiH, and at that time it had the Center for Basic Training, the Center for Professional Development, the Center for Combat Simulations and the Center for Combat Training. Later, the TaDC included the Peace Support Operations Training Center and the Center for Mine Action and Destruction of Unexploded Ordnance (Podžić, 2022:69).

Center for Professional Development- The Center for Professional Development was established on September 3, 2007 as part of the Training and Doctrine Command. The Center for Professional Development realizes career, functional, specialist and general education of non-commissioned officers and officers of the BiH Armed Forces, language education of members of the MoD, BiH Armed Forces and other BiH institutions, and testing and basic training of candidates for military service for non-commissioned officers. We can call this center the lifeblood of the professional development of the officers of the Armed Forces of BiH. The training in the Center is realized in two departments: the Department of Military Courses and the Department of Foreign Languages. The Department of Military Courses is responsible for the implementation of all military courses of professional development from the basic level of non-commissioned officer

and officer courses to training for staff duties through the Command and Staff Course and other career, functional and specialist education. Up to 300 members of the BiH Armed Forces receive training on military courses annually. The Department of Foreign Languages plans and conducts language training through basic and advanced levels of courses for English, German, French, Turkish and Greek. At the annual level, between 450 and 500 members of the Armed Forces of BiH attend various levels of language education. The center is located in the barracks “Travnik” in Travnik. The Center for Professional Development includes the following organizational units:

- Command,
- Headquarters,
- Department of Military Courses,
- Department of Foreign Languages. (Podžić,2022:69-73).

The Department of Foreign Languages consists of:

- Head of the Department of Foreign Languages,
- Department of English (DoE),
- Department of German Language (DoGL),
- French language course (FLC),
- Turkish language course (TLC),
- Greek language course (GLC). (Podžić,2022:73).

The Department of Foreign Languages, as part of the implementation of individual and institutional training in the Armed Forces of BiH, provides education in foreign languages to members of the Ministry of Defense and the Armed Forces of BiH and other institutions to develop and improve their language skills.

List of basic tasks of the mission of the Department of Foreign Languages:

1. Realization of foreign language courses (English, French, German, Turkish and Greek),
2. Development and improvement of the teaching process,
3. Management of information related to training in foreign language courses.”  
(SOP of the Department of Foreign Languages, November 2019).

## **Teaching on Department of Foreign Languages**

The work of instructors with students is basically communication between instructor – student, instructor – group, and monitoring of student – student communication. The instructor is there to explain new content, to initiate and lead communication within the group. In doing so, he encourages “live” conversation as much as possible, and he must be careful not to stray too far from the content of the topic. The atmosphere of the conversation should be relaxed, and the ambience should contribute to making each participant feel comfortable. The goal is to expand the “dictionary” as much as possible, and the instructor is constantly making grammatical corrections and correcting mistakes little by little (Podžić, 2022:77-78).

Foreign language courses in the Department of Foreign Languages are based on a combined method, and on several basic principles:

- a) language is not a natural science that is studied, but part of an active process of conscious and subconscious thinking, expression and communication,
- b) learning should be as monolingual as possible (use of the mother tongue in the instructor-student communication and vice versa, as well as in the student-student communication to a minimum),
- c) every smallest part of language knowledge is not active knowledge, until it is used in communication many times and in many situations,
- d) it is necessary to achieve such a level of knowledge that the student begins, ie. can speak words, word combinations, sentences, phrases and sentence sets without being aware that he is speaking at that moment.” (SOP of the Department of Foreign Languages, November 2019)

In order for a student to successfully complete the course and receive a certificate of completion of the course, he must be present in the classes at least 95% of the total fund of hours, pass periodic tests and the final test. For each level of the course, standards are prescribed for the skills that the student must meet in order to successfully complete the course. Each foreign language course has certain specifics in testing, depending on how the testing is done in partner countries, ie, testing foreign language skills in the Department of Foreign Languages is done in the same or mostly the same way as in partner countries that support the work of the Department. The participants are informed about the dates and types of tests on the first day of the course, and those dates are available to them at any time. The results achieved in the test are recorded in the registry book, personal card for monitoring the results and grading of students, and the same through the report on the test are submitted to the Head of the Department of Foreign Languages for review, as well as in the report on completion of the course (Podžić, 2022:78).

Learning foreign languages is intended for training of Ministry of Defense and Armed Forces of BiH staff in communication and education in English, French, German, Turkish and Greek language, especially with focus on English language. Main goal is to achieve request of interoperability of Armed Forces of BiH for common actions together with NATO forces in international approved peace support operations, collective security operations, crisis management operations, training and practice. Learning of foreign languages is placed in Center for Professional Development of Training and Doctrine Command. In accordance with Foreign Languages Learning Policy (2007:2-3) in Ministry of Defense and Armed Forces of BiH, foreign languages courses are organized by priority: I priority – English language, II priority – French and German language, III priority – Turkish and Greek language and IV priority – Italian language (if necessary only). Courses are on locations: Sarajevo, Banja Luka, Čapljina and Tuzla (Podžić, 2022:75).

Considering that the needs for education of Armed Forces of BiH staff abroad were constantly growing and knowledge of foreign languages was basic tool for knowledge expand and participation in peace support missions, military diplomacy or as representatives of BiH in international security institutions (Podžić, 2022:75).

Teaching on language courses is on instructors of Armed Forces of BiH. These instructors are educated in BiH and other partner countries. Beside them there is lecturers from partner countries. Lecturers from partner countries are mostly for conversation practice and language courses are more effective. United States of America, Great Britain, France, German, Austria, Turkey and Greece support all program materially for better quality in realisation of language education. Number of participants, in one group, is 12 maksimum. Fund hours per week is 32 (school lesson, 45 minutes) from that 27 with instructor, 4 as individual work and 1 for after-action analysis, every friday. For more effectivity in classroom it is necessary for participants to spend an hour per day, individual work, to prepare completely for classes. This part is one of very significant because every participant have to evaluate themselves to continue foreign language learning. Standard operative procedures of Department of Foreign Languages and courses elaborates is prescribed the mode of operations and functioning in learning process and general guidelines for teaching methods, modules, means, grading and achievement of certain level in foreign language (Podžić, 2022:75-76).

In order for the teaching to be realized as well as possible adequate classrooms capacities are needed as well as teaching equipment. Department of Foreign Languages has at its disposal: classrooms, multimedia language laboratory, language audio laboratory, software (Tell Me More, Rosetta Stone, Computer Based Training, Interactive Multimedia Instruction, Listen Language Activities), varios books (textbook, exercisebook, dictionary...), smart tables, computers, TV, multimedia equipment, DVD's and CD's with language practice. Instructors are choosing the right classroom and equipment for the classes (Podžić, 2022:76).

## Department of Foreign Languages Results

Since Department of Foreign Languages in Center for Professional Development of Armed Forces of BiH has been established in 2008. to 2021. over 7820 members of Ministry of Defense, Armed Forces of BiH and other institutions have completed foreign languages courses. In table 1. are results of all foreign languages courses for period from 2017. – 2021.

**Table 1**

Department of Foreign Languages results 2017-2021

Department/ Course	Number	OF	NCO	S	C	Members of other institutions	M	F
DoE	1679	564	272	749	22	72	1577	102
DoGL	92	56	15	21	0	0	80	12
FLC	60	18	7	35	0	0	54	6
TLC	134	49	22	59	4	0	121	12
GLC	143	110	24	9	0	0	138	5
<b>TOTAL</b>	<b>2108</b>	<b>797</b>	<b>340</b>	<b>873</b>	<b>26</b>	<b>72</b>	<b>1970</b>	<b>138</b>
OF-officers NCO-non-commissioned officers S-soldiers C-civilian M-male F-female								

Podžić, 2022:127

The results in table 1. show that foreign languages courses from 2017. to 2021. have been completed by 2108 members of Ministry of Defense, Armed Forces of BiH and other institutions. In percentage it is 37,8 % officers, 16,1 % non-commissioner officers, 41,4 % soldiers, 1 % civilians and 3,4 % members of other institutions. In percentage of gender are 93,45 % male and 6,55 % female.

Knowledge of a foreign language brings various benefits to members of Ministry of Defense and Armed Forces of BiH, and it's one of basic condition for participation in peace support operations, collective security operations, crisis management operations, military diplomacy, also in training, workshop, practice and all other activities in multinational environment (Podžić, 2022:128).

Peace support operations are an important step for countries candidates for membership in NATO. It is a great opportunity to show how much they care about collective security and able to work with other nations and armed forces to provide common interest- collective security. Participation in NATO, UN i EU missions is also benefit for members of Armed Forces BiH and BiH because more and more of participants are able to work in multinacional environment and it helps country in process of bosoming NATO and EU member. Furthermore, participation in this type of missions is a strong message that members of Armed Forces BiH are credible partner that show how much they can contribute to success and results of NATO, UN i EU missions. As of 2021. a total of 1808 members of Ministry of Defence and Armed Forces BiH was engaged in missions abroad: UN Monitoring Mission in Democratic Republic of Kongo – MONUSCO, UN Monitoring Mission in Ethiopia and Eritrea – UNMEE, UN Multidimensional integrated stabilization mission in Republic of Mali – MINUSMA, EU training mission in Central African Republic (EU TM RCA), engaging the unit of Armed Forces BiH for destruction of unexploded ordnance

in operation „Iraqi Freedom“, engaging staff officers in operation „ISAF“ and engaging the unit of Armed Forces BiH to secure locations in operation „ISAF“ (Hadžović and other,2018:15-16).

Department of Foreign Languages is contributing in education of police officers in english and french language. Police officers applying for pre-mission training have to pass english language test held by Department of Foreign Languages. Ministry of Security BiH recognized significant role of Department of Foreign Languages and Minister of Security BiH presented a thank you note in 2015. for creating conditions in police agencies for participation in peace operations ([www.msb.gov.ba/vijesti/saopstenja/default.aspx?id=12466&langTag=bs-BA](http://www.msb.gov.ba/vijesti/saopstenja/default.aspx?id=12466&langTag=bs-BA) access 05.04.2022.).

The above facts tell us the importance of knowing at least one of foreign languages and how much it is important to Ministry of Defence and Armed Forces of BiH. Foreign languages learning doesn't stop with completion of institutionalized language education. To keep the foreign language knowledge it is necessary to continue individual work to improve it and it is lifelong learning process. In accordance to this foreign languages learning is very important part of military education of Ministry of Defence and Armed Forces of BiH staff.

## Conclusion

Military education provides an opportunity for military personnel to prepare for the new roles that await them in the Armed Forces of Bosnia and Herzegovina. The main task of military education is to enable military personnel to constantly improve their work and life, and thus ensure continuous self-development, development of the military organization, as well as society as a whole. The need for military education is constantly growing due to the increasingly complex and advanced techniques used in new forms of operations, both war and non-war. At the beginning of his military career, the basic things necessary for the realization of regular tasks are studied, however, new challenges are gradually imposed, with which one simply has to constantly keep up.

Lifelong learning and education occupies an extremely important place in the development of the Armed Forces of BiH as an important and relevant factor for the defense and prosperity of the state. The need for lifelong learning applies to all categories of military personnel and is a permanent process because the survival of the military organization is based on continuous training and development. The professional development of officers and non-commissioned officers is intensive and they are involved in the continuous process of individual and collective education, which includes military training through various types of education and courses, participation in seminars and workshops in the country and abroad, and general training in various fields such as learning. foreign languages, training in the field of informatics and a number of other activities that play an important role in the context of lifelong learning. As the system of education within the capacity of the Armed Forces of BiH does not currently meet all needs, military education is conducted abroad through bilateral agreements with partner countries, primarily the United States, Britain, Turkey, Germany, Austria, Croatia, Serbia, Northern Macedonia, Greece, Canada, Italy, Pakistan, Bulgaria, Czech Republic, France and many other countries.

In addition to the mentioned activities regarding military education abroad, knowledge of foreign languages, primarily English, is a basic condition for other activities in a multinational environment such as: preparation and training of members of the Armed Forces and the BiH Ministry of Defense for military and military diplomatic representation. diplomatic and consular missions of Bosnia and Herzegovina, NATO command structures, multinational, international and foreign military commands, and NATO, UN, EU and other multinational, international and foreign organizations and institutions, achieving NATO interoperability and training of members of the Armed Forces, Ministry of Defense and unit of the Armed Forces of BiH for joint action with NATO forces in NATO and other internationally approved peace support operations, collective security operations, crisis management operations, as well as NATO exercises in the country

and abroad. Learning foreign languages is an important segment of the future development of the modern Armed Forces of BiH and represents a constant cycle that is necessary for the continuation of cooperation and coordination with modern and contemporary states.

Data on the products and results of the Department of Foreign Languages, which clearly show the numerical indicators on the number of members of the Ministry of Defense of BiH, the Armed Forces of BiH and other security structures of BiH, who successfully completed English language learning because it is the number one priority in learning foreign languages in BiH's towards Euro-Atlantic integration and fulfillment of assumed international obligations. A large percentage of members of the security structures who completed English language courses were nominated and performed duties arising from Bosnia and Herzegovina's international obligations. The Armed Forces of BiH would not be able to achieve interoperability with NATO without learning English, because all tasks on the way to fulfilling this goal are realized in English. The best proof of the fulfillment of the mission of the Department of Foreign Languages in this segment are the field exercises that have been carried out for the last three years at the military range "Manjača", where the battalion group of light infantry was evaluated. Monitoring and evaluation is carried out by experts from NATO and Partner countries. All previous evaluations of field exercises have been conducted with the full use of English, and the evaluations given by experts are the highest possible. Learning other foreign languages in the Department of Foreign Languages contributes qualitatively to achieving interoperability of the Armed Forces of BiH with NATO, because members of the Armed Forces of BiH who acquire knowledge and skills needed to achieve this goal are sent to specialist courses in countries speaking these languages. For that reason, we believe that the Department of Foreign Languages is one of the most important organizational units in the Armed Forces of BiH, which by fulfilling its mission fully and in a very high quality way contributes to fulfilling Bosnia and Herzegovina's international obligations related to NATO accession. It is important to reiterate that one of the main tasks that must be fulfilled along the way is to achieve the interoperability of the BiH Armed Forces with NATO, which cannot be done without knowledge of the English language. Appreciating the above elements of this research, we can fully confirm that learning foreign languages in the Department of Foreign Languages significantly contributes to the preparation of security structures in fulfilling its international obligations, and with the elements and parameters professional development of the Armed Forces of Bosnia and Herzegovina, with its capacities can offer even better cooperation and opportunities for training of members of all security structures in Bosnia and Herzegovina in order to better meet international obligations.

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